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ABSTRACT

Suggestions to facilitate the reentry of the disabled student into the regular classroom are offered, and information on resource materials is presented. A chart lists mainstreaming materials for the normal child, children's books about handicaps, and teacher resource materials, along with the publishers' addresses, type of handicap, type of publication or audiovisual, grade level, and cost. The narrative section of the document discusses provisions of P.L. 94-142 and presents an interpretation of what mainstreaming is/is not. Additional contents include: 14 guidelines for integrating the exceptional child into the regular classroom; a list of procedures to analyze inservice staff needs; topic-centered and problem-oriented inservice objectives; and information for planning, organizing, and conducting inservice sessions. Examples are cited of fears, misconceptions, and attitudes that mainstreamed and nondisabled children have, along with examples of possible teacher responses. The following areas are also discussed: team roles regarding placement and instructional programming, and successful implementation and maintenance of the Individualized Education Program. An outline of modifications in the areas of instruction, materials, and environment is included to promote academic integration of the exceptional child. A sample student information form is presented as a guide to structuring a consultation session. Another form, designed to provide for on-going communication between the regular class teacher and support personnel, is included. (SEW)

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The AFT Teachers' Network for Education of the Handicapped

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Mainstreaming: From Intent to Implementation

EC 15 2587

Mainstreaming: From Intent to Implementation

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AFT Teachers' Network for Education
of the Handicapped

American Federation of Teachers, AFL-CIO
Educational Issues Department

The AFT Teachers' Network for Education of the Handicapped is intended to facilitate regular education teachers' ability to work effectively with handicapped children in their classrooms. The Network is involved in inservice training and preparation and dissemination of resources to teachers to help accomplish this goal.

In conjunction with its dissemination efforts, the Network is publishing a series of pamphlets on various disabilities for teachers who work with handicapped children. These pamphlets provide practical information for use in the regular classroom for successful integration of students with the following handicaps: hearing, visual, orthopedic impairments, mental retardation and learning disabilities.

Carolyn Trice
Project Director

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"Many who focus on the term 'least restrictive environment' falsely interpret this goal to mean that all handicapped children must remain or return to the regular classroom..."

The numbers 94-142 are as familiar to most educators as their phone numbers, zip codes, and social security numbers. P.L. 94-142, The Education for All Handicapped Children Act, is the comprehensive landmark legislation of 1975 which mandates changes in the identification, evaluation, placement, and education of handicapped children. The Statement of Purpose section of the law outlines the four general provisions:

1. All handicapped children should have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs.
2. The rights of handicapped children and their parents or guardians should be protected.
3. States and localities should be assisted in providing for the education of all handicapped children.
4. The effectiveness of efforts to educate handicapped children should be assessed and assured.

The act specifically defines the terms "handicapped," "special education," and "related services," delineates policies and procedures concerning child identification, confidentiality of data, nondiscriminatory testing, parent involvement, and due process; designates timelines, amount and distribution of funds; identifies the participants and components of the Individualized Educational Program (IEP); and describes the provision "appropriate public education in the least restrictive environment."

Specific requirements stipulated in the federal law assist state and local educational agencies in developing plans to insure full compliance. These plans must set goals, objectives, timelines, and priorities; they also establish definite procedures regarding child identification, comprehensive evaluation, procedural safeguards, Individualized Educational Programs, least restrictive alternative settings, funding, and monitoring activities.

Explicit procedural mandates involve for the most part, administrative, fiscal, and logistical concerns. Educational considerations, however, pertain more to the interpretation and implementation of the basic intent of P.L. 94-142, the provision of an appropriate public education within the least restrictive environment for all handicapped children.

Many who focus on the term "least restrictive environment" falsely interpret this goal to mean that all handicapped children must remain or return to the regular classroom, and that special education classes and support personnel are eliminated. Others believe that the terms "regular classroom setting" and "mainstreaming" are synonomous and that every student must be served in an integrated setting for at least part of the school day. The key word in the provision, however, is "appropriate." Section 612(5) of the law clarifies the principle of "least restrictive environment" by requiring states to establish:

> ...procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature and severity of the handicap is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Since P.L. 94-142 mandates a continuum of educational services, and the regular classroom is only one instructional option along the continuum, the term "mainstreaming" is never specifically mentioned in the law. However, since special emphasis is placed on the regular educational setting, educators frequently interchange the terms "least restrictive environment" and "mainstreaming." In fact, "mainstreaming" is now the more prevalent term, and although there is no universally accepted definition, there are some basic components that closely align this concept with the intent of the federal law. The Council for Exceptional Children enumerates the principles and elucidates the concept. According to the Council:

MAINSTREAMING IS:

- providing the most appropriate education for each child in the least restrictive setting.

- looking at the educational needs of children instead of clinical or diagnostic labels.
- looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting.
- uniting the skills of general education and special education so that all children may have equal educational opportunity.

MAINSTREAMING IS NOT:

- wholesale return of all exceptional children in special classes to regular classes.
- permitting children with special needs to remain in regular classrooms without the support services that they need.
- ignoring the need of some children for a more specialized program than can be provided in the general education program.
- less costly than serving children in special self-contained classrooms.

Basically, it is this interpretation of the mainstreaming concept that is endorsed and supported by the American Federation of Teachers and other educational groups. Critical problems and major challenges exist, however, in translating the principle into practice and in proceeding from the intent to the implementation. The AFT has issued general guidelines to assist school systems in determining and designing the appropriate educational experience within the least restrictive environment for each handicapped child. They also specify the necessary precautions and essential procedures to insure the successful integration of the exceptional child into the regular classroom. The guidelines delineated in *A Special Report to the AFT Task Force on Educational Issues,*[1] are:

1. Not all children benefit from a mainstream setting.

2. Placement of exceptional children in regular classes and activities or other less restrictive environments should be decided on an individual basis, based on the readiness of the special student and the preparedness of the receiving classroom to meet individual children's special needs.

3. Regular teachers should be informed in advance of all special placements in their classes.

4. Staff-development programs to prepare teachers to work with students having various handicaps must be available prior to such placements, and continuous support and training are necessary to meet problems as they arise.

5. Regular teachers should be involved in placement decisions, when appropriate, to assure acceptance of the exceptional child in the regular classroom and to evaluate the capability of the regular classroom to accommodate special needs.

6. Transitional periods should be provided when necessary to prepare a child entering a less restrictive environment and other students in the class to adjust to new situations.

7. Class sizes must be kept low in mainstreamed situations to assure the necessary individual instruction. (As the exceptional child is likely to require more of the teacher's time than other students, teacher-student ratios may be adjusted to weight the special student more heavily, or they may conform to those classes from which the special student is transferred.)

8. Certified special education teachers must be retained to continue to meet the needs of children in special classes and to work with regular teachers in developing appropriate instructional programs for mainstreamed children.

9. Counselors, psychologists, psychiatrists, and other auxiliary personnel must be readily available to special and regular teachers.

10. Teachers should have regularly scheduled release time for consultations with support personnel.

11. Instructional materials, equipment and facilities must be adapted to the needs of exceptional children in the regular classroom and throughout the school.

12. Scheduling should conform to the needs of exceptional children rather than the opposite.

13. Evaluations of student progress and placement should be carefully done on a continuous basis.

"Staff-development programs to prepare teachers to work with students having various handicaps must be available..."

[1]Rauth, Marilyn. *Mainstreaming: A River to Nowhere or a Promising Current?* American Federation of Teachers, Washington, D.C. Item #593

"...funds designated for special education follow the child, even in a mainstream setting."

14. Safeguards should exist to see that funds designated for special education follow the child, even in a mainstream setting.

The following sections, based on the AFT general recommendations, give specific suggestions to facilitate the reentry of the disabled student into the regular classroom. The discussion concentrates on in-service planning for staff, social integration of exceptional children, communication and cooperation among teachers and support personnel, and modification of instruction, materials and environment.

While mainstreaming is not appropriate for some children, it is essential for others. Tom Sullivan, author, composer, actor, and blind person, provides an insight into the underlying goal of mainstreaming:

> I thought of the desperate need to integrate blind children into the sighted world, the competitive, exciting, challenging real world outside the walls. The reason blind children often retreat into their private frightening or (as tragic) comfortable world is that the schools fail in their first task, which is to show them life as it truly is.[3]

PLANNING STAFF–DEVELOPMENT PROGRAMS

Anyone who has ever attended staff-development programs on mainstreaming has either heard or spoken the following comments

Impractical.

Inappropriate.

Idealistic.

They don't seem to understand that I have thirty other children in my class.

They never once mentioned the needs of the handicapped students in my class or at my grade level.

They tell us what to do, but they don't tell us how to do it.

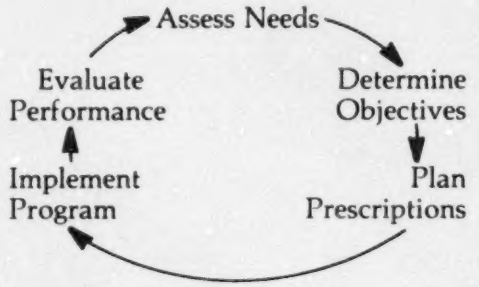
I am frustrated.

I am confused.

I am overwhelmed.

I don't want to do it.

Statements such as these are usually attributed to teacher training sessions which are hastily planned and haphazardly executed. Effective inservice programming for adults, however, is a comprehensive detailed procedure that requires a systematic analysis of needs, precise formulation of objectives, appropriate selection of strategies, effective presentation of program, and continuous monitoring of performance. The procedure is based on the diagnostic-prescriptive model:



I. Assessment

The first step in planning a training session is to identify and analyze the needs of the participants. Techniques to determine problem areas and pinpoint specific concerns may include: interviews with administrators, supervisors, teachers, and support personnel; surveys conducted at faculty, department, committee, and union meetings; checklists designed to indicate desired competencies; and questionnaires developed to assist in the selection of appropriate topics.

The following procedure may assist in-service coordinators in conducting a needs analysis:

1. The coordinators and staff discuss pertinent training needs regarding the identification, evaluation, placement, and education of exceptional children. The discussion should focus on cognitive, behavioral, and attitudinal concerns.
2. A list of desired competencies is compiled for each area. For example, skills listed under "Placement" may include:
   a. Knowledge of school district's IEP forms and procedures.
   b. Knowledge of the roles, responsibilities, and rights of the IEP participants.

[3]Sullivan, T. and Gill, D. *If You Could See What I Hear.* New York: Harper and Row, 1975, p.171.

c. Knowledge of due process procedures.
d. Knowledge of alternative educational placements.
e. Knowledge of related services.
f. Ability to conduct or participate in an IEP meeting.
g. Ability to use active listening skills.
h. Ability to determine least restrictive environment.
i. Ability to formulate annual goals and short term objectives.

3. The staff rank the categories and competencies according to priority.
4. The coordinators tabulate the information and select program topics relevant to the needs of the intended participants.

Programs which are mutually planned and relate to specific concerns maintain and increase the interest and involvement of the participants.

II. Objectives

The objectives for staff-development programs are formulated on the basis of staff needs ascertained in the assessment phase. Selected topics are translated into observable objectives which delineate expected performance behaviors. The following pairs of inservice objectives illustrate the difference between general topic-centered goals and specific problem-oriented objectives:

Goal: To increase knowledge of informal assessment techniques.
Objective: Given a hypothetical case study, the participants will list the student's strengths and weaknesses and select three academic and two behavioral intervention strategies.

Goal: To define "mainstreaming".
Objective: The participants will describe each alternative educational setting and list eight variables to determine the least restrictive environment.

Goal: To discuss attitudes and feelings of nonhandicapped children toward their handicapped peers.
Objective: Each group of participants will select one handicapping condition and develop a lesson plan incorporating filmstrips, children's books, and simulation activities to explain that exceptionality to nonhandicapped children.

In each of these examples, the second objective provides a definite focus for the staff-development trainer, assures that the program participants are actively involved in learning, and produces results which can be objectively measured.

III. Prescriptions

The third step in the planning process is to structure the training session, select appropriate methodology, and secure logistical details. The following checklist and chart (p. 6) is presented as a guide for consideration in planning and organizing the training session.

Pre-Program Checklist

_____ 1. Assess needs
_____ 2. Formulate objectives
_____ 3. Determine methodology
_____ 4. Budget expenses
_____ 5. Select leader
_____ 6. Identify audience
_____ 7. Decide date
_____ 8. Set time
_____ 9. Procure facilities
_____ 10. Compile equipment/materials list
_____ 11. Write and distribute agenda
_____ 12. Notify participants

IV. Presentation

If the coordinators of the training sessions accurately assess the needs of the staff, formulate precise objectives, select an effective leader, plan learning strategies, and attend to pre-program details, the actual presentation should be appropriate, practical, and productive.

V. Evaluation

Program evaluation often depends on the purpose, format, and length of the learning session.

The most frequently used, and yet least effective evaluation form, measures the affective responses of participants. Trainees are asked to indicate, usually on a five point continuum, their feelings about the leader, the methodology, and

"The most frequently used, and yet least effective evaluation form, measures the affective responses of participants."

MEETING FORMATS FOR:			
Meeting Elements	**Knowledge/Information**	**Problem Solving**	**Skill Development**
1. Methodology	Traditional transmitter/ receiver methods of lecture, panel discussion, question/ answer sessions.	Brainstorming, buzz groups, open forum, structured discussions, role plays, simulation activities.	Independent work, small group work, demonstrations, performance try-outs, dramatizations, interaction experiences to apply knowledge.
2. Leadership	Consultant or chairperson should be knowledgeable and demonstrate competencies in organization, presentation, and group interaction	Chairperson or group leader should be knowledgeable and demonstrate competencies in group interaction.	Consultant or resource person should be knowledgeable and demonstrate competencies in skill area and group interaction.
3. Audience Size	Generally unlimited.	Groups of 8-15. Homogeneity is key consideration.	25-35. Learning experiences should be carefully matched to learning needs.
4. Participation	Generally passive/listeners.	Active	Active
5. Time	1-1½ hours	2-3 hours (minimum)	2-3 hours (minimum)
6. Facilities	Audience style. Large group sits in rows of chairs facing head table. There is a head table with lectern and microphone.	Schoolroom style. Participants sit in circles or at tables for approximately 8-15 persons.	Schoolroom style. Round tables for small group work and individual desks or tables

"A valid indicator of the success of any learning experience is an evaluation that measures the positive long-term changes that occur in the on-the-job performance..."

the facilities. The primary purpose of this type of an evaluation form is to provide feedback about the planning aspects of brief sessions such as the one-or two-day workshop, topical conference, or faculty inservice.

In-depth training programs such as special seminars, summer institutes, faculty or department studies require an evaluation that tests cognitive skills. Written tests, performance tryouts, and work samples are three measurers to assess the learned competencies.

A valid indicator of the success of any learning experience is an evaluation that measures the positive long-term changes that occur in the on-the-job performance of participants. This type of an evaluation requires a definite commitment from the trainer and trainees. It involves targeting desired behaviors, planning changes, implementing new strategies, and monitoring progress. Although the process is time-consuming and requires feedback and follow-up it is indicative of continuous support and training.

Staff-development programs are vital in preparing teachers to work with handicapped children. Effective programs are based on the following premise:

Give a man a fish, and he will eat for a day. Teach him how to fish, and he will eat for a lifetime.

SOCIAL INTEGRATION OF EXCEPTIONAL CHILDREN

The situational responses presented here illustrate some of the fears, misconceptions, feelings, and attitudes that exist in the minds of mainstreamed children and their non-disabled peers. Following each situation is a discussion of how teachers can explain individual differences and promote understanding and social acceptance of handicapped students by their nonimpaired classmates.

Situation A:

Pat, a child with cerebral palsy, is mainstreamed into the second grade class.

1. Pat fears that her classmates will reject her because she has difficulty with her speech and motor movements.
2. Some students believe that all physically disabled individuals are retarded.
3. Others feel uneasy and vulnerable around Pat; they wonder if "this" could happen to them.
4. A few children mimic Pat.

Pat's teacher is aware that mainstreaming is not merely the physical presence of the exceptional child in the regular classroom. She recognizes that lectures or punishment cannot combat ignorance or isolation. She understands that children learn through imitation and direct experiences. Using Susan R. Bookbinder's resource book, *Mainstreaming: What Every Child Needs to Know about Disabilities* as a guide, Pat's teacher plans three one-hour lessons on the topic "Physical Disabilities." She first reads to her class Sara Bonnet Stein's beautifully illustrated and sensitive book, *About Handicaps*, a story which explores the feelings and fears of a little boy toward his young neighbor who has cerebral palsy. She shows *Keep on Walking*, an optimistic film which illustrates how a young boy born without arms adapts to life. She then has the children simulate communication and motor impairments. They recite nursery rhymes and narrate stories without moving their lips or tongue; they walk with splints attached to their legs; and they eat raisins with the taped-up fingers and thumb of the non-dominant hand. Pat's teacher discusses each activity with the children and evokes responses to questions such as: "How does this make you feel?" "How would you want to be treated?" "How can we help?" These lessons are a beginning in changing attitudes towards Pat. Changes occur slowly, but attitudes may change with knowledge and understanding.

Situation B:
Bob, a Down's-Syndrome child, is mainstreamed two hours a day into a fourth grade class.

1. Bob fears that his classmates will tease him and call him "retardo," "retard," or "vegie."
2. Some students believe that retarded children are unable to learn and that they are "crazy."
3. Others feel uncomfortable or frustrated around Bob because he often acts inappropriately and is slow to "catch-on."
4. A few children make fun of Bob's appearance and limited abilities.

Bob's teacher knows that mental retardation, a complex and abstract concept, is difficult to explain to children. He also realizes, however, that if negative feelings and behaviors are ignored, they will not disappear or improve. Therefore, Bob's teacher creates many opportunities to explain intellectual deficiencies, examine individual differences, and experience simulated learning frustrations. He uses the *My New Friends* film strip and child-narrated cassette to accent the abilities rather than the disability of a Down's Syndrome child. A large, expertly photographed, flip book from the kit, *Accepting Individual Differences*, further emphasizes the similarities of all children and elucidates basic facts about mental retardation. Simulation activities described in the kit, *Kids Come in Special Flavors*, are incorporated into the teacher's math, science, and reading lessons. For example, he distributes a simple math worksheet, but unreasonably limits the time to complete it; he presents a highly technical explanation of photosynthesis, and then gives a quiz on the material; and he directs the students to follow ten impossible directions. In order to explore feelings, foster understanding, and encourage cooperation, he asks questions such as: "How did you feel about not being able to finish?" "How would you feel about yourself if all of your assignments were like this?" "Would you want to be confused like this every time I gave directions?" "What are some ways you can help a student who needs more time or help on an assignment?"

Situation C:
Bridget, a blind adolescent girl, is mainstreamed into the eighth grade class.

1. Bridget fears that her classmates will think of her as a blind person rather than as Bridget, who also happens to be blind.
2. Some students believe that blind people are inferior or that they should be pitied.
3. Others feel anxious around Bridget; they avoid words like "look" or "see."
4. A few children overprotect her.

Bridget's regular classroom teachers and the vision specialist work together to select books, gather materials, and design

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"...key determinants for enhancing and facilitating social integration of handicapped children are instructional materials and direct experiences..."

instructional units that will increase the non-handicapped students' knowledge, develop empathetic understanding, and heighten acceptance levels. They consult *Notes From a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped* by Barbara Baskin and Karen Harris. This guide to over three hundred contemporary juvenile works of fiction containing handicapped characters provides them with a reading list that allows teenagers to examine the functioning and adjustment of disabled adolescents. They obtain the sound filmstrip from the kit *Hello Everybody*, which features the story of Toni, her blindness and her successful integration into a public high school. In planning lessons, Bridget's teachers refer to *Handicapped People in Society: A Curriculum Guide* developed by Ruth-Ellen Ross and I. Robert Freelanders. This work contains detailed lessons that require students to perform objectives such as: translate a Braille Mystery Message; create a new and improved communication system for the visually impaired; summarize the story line of a film through auditory perception only; compile lists of every day problems encountered by the blind; and complete a simulated "blind walk" and record experiences and impressions.

These situations and typical responses indicate how essential it is to prepare the children for mainstreaming. The ensuring discussions provide a brief description of several resources and instructional materials. Since the key determinants for enhancing and facilitating social integration of handicapped children are instructional materials and direct experiences, the following chart lists available mainstreaming materials for the non-handicapped child, children's books about handicaps, and teacher resource materials. The list, although not all-inclusive, assists teachers in promoting positive interactions among handicapped and non-handicapped students.

			HANDICAPPING CONDITIONS									COMPONENTS										
MAINSTREAMING MATERIALS AND ADDRESSES	**COST** (approx.)	**GRADE LEVEL**	Mentally Retarded	Learning Disabled	Visually Impaired	Hearing Impaired	Speech Impaired	Emotionally Disturbed	Physically Handicapped	Health Impaired		Book(s)	Audio Cassette(s)	Filmstrip(s)	Instructional Guides	Simulation Materials	Coloring Book	Posters	Pamphlet(s)	Film	Journal	Duplicating Masters
MATERIALS FOR NON-HANDICAPPED CHILDREN																						
Accepting Individual Differences Developmental Learning Materials Niles, IL	$26.50	K-6	■	■	■	■			■			■	■		■							
Keep on Walking National Foundation March of Dimes 1275 Mamaroneck Avenue White Plains, NY 10605	$18.00	K-12							■											■		
My New Friend Series Eye Gate Media Jamaica, NY 11435	$63.25	K-6	■		■	■			■				■	■								
Kids Come in Special Flavors The Kids Come in Special Flavors Co. P.O. Box 562 Dayton, OH 45405	$19.95	K-12	■	■	■	■			■	■		■	■			■						

MAINSTREAMING MATERIALS AND ADDRESSES	COST (approx.)	GRADE LEVEL	HANDICAPPING CONDITIONS									COMPONENTS									
			Mentally Retarded	Learning Disabled	Visually Impaired	Hearing Impaired	Speech Impaired	Emotionally Disturbed	Physically Handicapped	Health Impaired		Book(s)	Audio Cassette(s)	Filmstrip(s)	Instructional Guides	Simulation Materials	Coloring Book	Posters	Pamphlet(s)	Film	Journal	Duplicating Masters
Budy: Better Understanding of Disabled Youth BUDY-Baker 2330 21st Avenue Greely, CO 80631	$79.50 (per kit)	K-8		■	■	■		■	■			■	■	■	■	■		■	■			■
Hello Everybody Opportunities for Learning, Inc. 8950 Lurline Avenue Dept. 79 Chatsworth, CA 91311	$175.00	4-12	■	■	■	■	■	■	■				■	■	■							
Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People, by Ward, Arkell, Dahl & Wise The Council for Exceptional Children 1920 Association Drive Reston, VA 22091	$12.50	K-12	■	■	■	■	■	■	■				■		■	■						
What Is a Handicap? BFA Educational Media 2211 Michigan Avenue Santa Monica, CA 90404	$75.00	4-6				■	■	■	■				■	■								■
Special Friends Listen and Learn Co. 13766 Pescadero Road LaHonda, CA 94020	$90.00	K-3	■	■	■	■		■	■				■	■	■							
I'm Just Like You: Mainstreaming The Handicapped *Opportunities for Learning* *8950 Lurline Avenue* *Dept. 79* *Chatsworth, CA 91311*	$55.00	K-12	■	■				■	■				■	■								
By My Friend Canadian Council on Children & Youth 323 Chapel Ottawa, Ontario KIN722	$.95	2-3	■		■	■	■		■								■					
Feeling Free Human Policy Press P.O. Box 127 Syracuse, NY 13210	$106.73	3-10	■	■	■	■			■	■		■			■			■				
CHILDREN'S BOOKS																						
About Handicaps: An Open Book For Parents and Children Together By Stein Walker and Co. 720 5th Avenue New York, NY 10019	$5.95	K-3							■			■										
He's My Brother, by Lasker Albert Whitman Co. 560 W. Lake Street Chicago, IL 60606	$5.00	K-3		■								■										

MAINSTREAMING MATERIALS AND ADDRESSES	COST (approx.)	GRADE LEVEL	HANDICAPPING CONDITIONS								COMPONENTS									
			Mentally Retarded	Learning Disabled	Visually Impaired	Hearing Impaired	Speech Impaired	Emotionally Disturbed	Physically Handicapped	Health Impaired	Book(s)	Audio Cassette(s)	Filmstrip(s)	Instructional Guides	Simulation Materials	Coloring Book	Posters	Pamphlet(s)	Film	Journal	Duplicating Masters
Rachel, by Fashawe Bradbury Press 2 Overhill Road Scarsdale, NY 10583	$4.95	K-3							■		■										
A Bowl of Sun, by Wosmek Children's Press 1224 W. Van Buren Chicago, IL 60607	$5.95	K-3		■							■										
Jamie's Tiger, by Wahl Harcourt Brace Jovanovich 757 3rd Avenue New York, NY 10017	$7.95	K-3			■						■										
A Racecourse for Andy, by Wrightson Harcourt Brace Jovanovich 757 3rd Avenue New York NY 10017	$5.95	4-6	■								■										
A Dance to Still Music, by Corcoran Atheneum Press 122 E. 42nd Street New York, NY 10017	$7.95	4-6				■					■										
Sound of Sunshine, Sound of Rain by Heide Parents' Magazine 52 Vanderbilt Avenue New York, NY 10017	$5.95	4-6			■						■										
Trouble With Explosive, by Kelley Bradbury Press 2 Overhill Road Scarsdale, NY 10583	$5.95	4-6					■				■										
Deenie, by Blume Bradbury Press 2 Overhill Road Scarsdale, NY 10583	$7.95	7-9							■		■										
Lisa, Bright and Dark, by Newfeld S.G. Philips Co. 305 W. 86th Street New York, NY 10024	$6.95	7-9						■			■										
Summer of the Swans, by Byars Viking Press 625 Madison Avenue New York, NY 10022	$6.95	7-9	■								■										
Anerton Pit, by Dickenson Little & Brown Co. 34 Beacon Street Boston, MA 02114	$6.95	10-12			■						■										

MAINSTREAMING MATERIALS AND ADDRESSES	COST (approx.)	GRADE LEVEL	HANDICAPPING CONDITIONS									COMPONENTS										
			Mentally Retarded	Learning Disabled	Visually Impaired	Hearing Impaired	Speech Impaired	Emotionally Disturbed	Physically Handicapped	Health Impaired		Book(s)	Audio Cassette(s)	Filmstrip(s)	Instructional Guides	Simulation Materials	Coloring Book	Posters	Pamphlet(s)	Film	Journal	Duplicating Masters
Secret Dreamer, Secret Dream, by Heide Lippencott & Co. 521 5th Avenue New York, NY 10017	$6.95	10-12						■				■										
Winning, by Brancato Alfred A. Knoff Co. 201 E. 50th. Street New York, NY 10022	$7.95	10-12							■			■										
RESOURCE MATERIALS FOR THE TEACHER																						
Mainstreaming: What Every Child Needs to Know About Disabilities, by Bookbinder The Exceptional Parent Press Room 708 Statler Office Building Boston, MA 02109	$6.95	K-4	■		■	■			■			■										
Notes From a Different Drummer by Baskin & Harris Bowker Publishers 1130 Avenue of the Americas New York, NY 10036	$15.95	K-12	■	■	■	■	■	■	■	■		■										
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MAINSTREAMING MATERIALS AND ADDRESSES	COST (approx.)	GRADE LEVEL	HANDICAPPING CONDITIONS									COMPONENTS										
			Mentally Retarded	Learning Disabled	Visually Impaired	Hearing Impaired	Speech Impaired	Emotionally Disturbed	Physically Handicapped	Health Impaired		Book(s)	Audio Cassette(s)	Filmstrip(s)	Instructional Guides	Simulation Materials	Coloring Book	Posters	Pamphlet(s)	Film	Journal	Duplicating Masters
Exceptional Students in Secondary Schools, by Jordan The Council for Exceptional Children 1920 Association Drive Reston, VA 22091	$8.75	7-12	■	■				■				■										
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"The mainstreaming process requires careful planning, preparation, communication and cooperation among regular and special educators, parents, and other support personnel."

THE INDIVIDUALIZED EDUCATION PROGRAM

Each exceptional child's Individualized Education Program (IEP) is developed and implemented by a multidisciplinary team. The mainstreaming process requires careful planning, preparation, communication and cooperation among regular and special educators, parents, and other support personnel. This section focuses on team roles and responsibilities regarding placement, instructional programming, integration, and maintenance of the disabled child in a regular classroom setting.

A. Placement and Instructional Programming

The appropriate education within the least restrictive environment for an exceptional child will be determined by a placement committee at an IEP conference. It is essential that this meeting be well planned and coordinated. Team participants should: 1) be familiar with federal, state, and local mandates, guidelines, policies, and procedures regarding the education of handicapped youth; 2) understand individual and group rights, roles, and responsibilities; 3) be informed about the specific disabled child's educational programming needs; and 4) be skilled in active listening as well as verbal and nonverbal communication. The following one-act playlet illustrates what can happen if these stipulations are ignored.

Scene I

This scene takes place in the principal's office at Public School #25 on a November morning, 1978. Mr. Harty, the principal, is sitting behind a big desk in the center of the stage. Mrs. Ryan, a third grade reading teacher, is sitting to the right of the desk. An empty chair is two feet in front of the desk.

Mr. Harty. I'm sorry to call you in on such short notice, Mrs. Ryan. However, I noticed on my calendar that Mrs. James is coming to school this morning for Bobby's IEP conference.

Mrs. Ryan. (flustered) This morning? I haven't even read the individual evaluation. I'm not sure how to complete the IEP forms. I really don't know what to do.

Mr. Harty. I don't either. I guess we will just have to punt. Anyway, let's get this over with as quickly as possible. I have another meeting.

Scene II

Mrs. James enters the office. She appears nervous and unsure of herself.

Mr. Harty. Good morning, Mrs. James. Sit here, please. We don't have much time, so let's get started.

Mrs. James. (laughing nervously) Sitting like this, I feel like a child again. I feel like I'm getting called to the principal's office.

Mr. Harty. Well, Mrs. Ryan, do you want to start?

Mrs. Ryan. Um...well...um...why don't you start?

Mr. Harty. Mrs. James, as you probably know, the law requires us to fill out these forms so that Bobby can have special education services. Let's see; the first section is "Present Levels of Performance." What shall we write here, Mrs. Ryan?

Mrs. Ryan. I can only tell you how Bobby is doing in my class. He recognizes 15 Dolch words. He is having difficulty with sound/symbol relationships and with blending CVC words. He doesn't know any digraphs or blends. Also, he is extremely hyperkinetic and demonstrates deficits in the perceptual motor area.

Mrs. James. (confused) I know he has problems in reading. He doesn't like coming to school anymore. He...

Mr. Harty. (interrupting her) What shall we put for an annual goal, Mrs. Ryan?

Mrs. Ryan. I'm not quite sure. He is reading at the 1.5 level. Shall we put 2.0?

Mr. Harty. OK. Now how about these short term objectives?

Mrs. Ryan. I don't feel comfortable writing these objectives since I'm not sure what Mr. Miller does in his learning disabilities class. I don't really know what materials he uses or what reading approach.

Mr. Harty. Write down what you would do in your class. We'll talk to Mr. Miller later.

Mrs. James. Bobby is also having trouble with math. I brought some of his papers with me. He...

Mr. Harty. Reading is our most important concern right now. I think Bobby should be placed in the Resource Room for two hours a day. Don't you, Mrs. Ryan?

Mrs. Ryan. I know he definitely needs help.

Mr. Harty. Sign here, Mrs. James. We need your permission to place Bobby in special education.

Mrs. James. (almost in tears) If this will help him, I'll sign. I want him to get help, he is so unhappy. I'm not sure what this is all about.

Mr. Harty. Everything will be fine, Mrs. James. Thank you for coming.

An observer at Public School #25 in the year 1981 would witness very different scenes. As a result of inservice training, consultations, and faculty, department, and parent problem-solving sessions, school personnel now employ different procedures and strategies in the educational placement and programming of exceptional children.

The roles and responsibilities of each member of the placement committee are clearly defined in writing. Prior to the IEP conference, the administrator or a designee determines the composition of the team, and gives each member sufficient advance notice of the purpose, time, and location of the meeting, and the name and position of each person who will attend. Attached to the notification is a handout on role expectations. In addition, parents are given a full explanation of all available procedural safeguards and a list of questions to consider in determining their child's performance levels, educational needs, and anticipated outcomes. Whenever possible, school team members attend a pre-conference meeting to review pertinent information, discuss the individual evaluation, and plan appropriate strategies.

The actual development of the child's individualized education program occurs at the IEP conference. School personnel and parents should be equal participants in deciding present levels of performance, annual goals, short term objectives, special education and related services, extent

"...parents are given a full explanation of all available procedural safeguards and a list of questions to consider in determining their child's performance levels, educational needs, and anticipated outcomes."

"This initial conference establishes a liaison between regular and special educators, fosters communication, and develops a cooperative, systematic, and efficient transitional process for the mainstreamed student."

of participation in regular programs, projected date for initiation of services, anticipated duration of services as well as appropriate objective criteria and evaluation procedures for determining whether instructional objectives are met.

To facilitate parent and group participation and to insure an approriate education within the least restrictive environment, the team leader and the committee should:

a. meet at the convenient date, time, and location.

b. arrange the chairs or desks in a circle.

c. use active listening skills such as eye contact, head nods, open-ended questions, restatements, summarizations, and responses to feelings.

d. demonstrate a sensitivity to the social, cultural, and educational background of parents and child.

e. avoid jargon and "educationese."

f. clarify discussion through the use of questions, examples, and work samples.

g. note the child's strengths and positive accomplishments.

h. involve regular and special education teachers in placement decision.

i. specify educational needs of the individual child.

j. examine the continuum of alternative placements.

k. select the least restrictive environment so that the exceptional child is educated with non-disabled children to the maximum extent possible.

l. evaluate the capability of the teachers and classrooms to accommodate the disabled child's special needs.

m. specify the supplementary aids, services, and modifications to ensure participation in the regular education program.

n. insure the availability of support personnel to consult with and be a resource to the child's regular teacher.

Committee decisions concerning the student's placement and instructional programming are recorded in the IEP document. This document is a written commitment of resources necessary to enable the handicapped child to receive the special education and related services appropriate to individual educational needs. The development of this document is a shared responsibility. Implementation of the individualized education program is also a shared responsibility.

B. Integration and Maintenance

Successful implementation of the Individualized Education Program requires:

1. commitment from school personnel;
2. adequate inservice training for all school personnel;
3. state, local, and school problem-solving sessions to resolve such concerns as scheduling, grading, joint planning time, conference, class size, liability, paperwork, etc.;
4. communication between school personnel;
5. continuous support from school personnel.

The following section which focuses on the concept of "shared responsibility" includes two forms to facilitate communication and cooperation among regular and special educators and support personnel.

Recognizing that successful mainstreaming requires careful planning, preparation, and collaboration, an initial conference should occur prior to student placement. Utilizing the information from the child's individual evaluation, IEP, and classroom performance, regular teachers and special personnel jointly assess the student's strengths and weaknesses, note specific problem areas, mutually develop the prescriptions and modifications necessary for integration or maintenance in the regular classroom, and clearly define expectations and responsibilities. The student information form presented on the next page is a guide to structuring the consultation session.

This initial conference establishes a liaison between regular and special educators, fosters communication, and develops a cooperative, systematic, and efficient transitional process for the mainstreamed student. Variables that determine whether or not the plan is written include: experience level of teachers and consultants, complexity of student's condition, and availability of time. It is essential, however, to specify in writing the assigned responsibilities. This assures compliance and assists in the continuous

STUDENT INFORMATION FORM

Special personnel _____ Chronological age _____

Classroom teacher _____ Grade Level _____

Student _____ Reading level _____

I. Strengths:
(Interests, learning style, specific behaviors)

II. Weaknesses:
(Academic, social, physical)

III. Special problems:
(Physical, medication effects)

IV. Prescriptions and/or modifications:
(Curriculum, environment, materials, instructions)

V. Responsibilities of special personnel:

VI. Responsibilities of regular teacher:

VII. Responsibilities of student:

VIII. Responsibilities of parents:

"Inservice training, careful planning, and continuous support assist regular class teachers in developing the confidence and competence necessary to teach students who have diverse and special needs."

assessment of needs and services.

The next form, (p. 17) which usually requires no personal contact, provides for on-going communication between the regular class teacher and support personnel. The special educator completes the top portion of the form and places it in the regular teacher's mailbox. The form is designed so that the regular teacher can indicate through the use of a check mark or a minus sign if the child's performance in classwork, behavior, or homework is satisfactory or unsatisfactory, if the child is passing or failing the subject, and if the teaching prescriptions and modifications are adequate. Space is provided for the regular teacher to request assistance from support personnel in reinforcing concepts or providing additional instruction needed by the mainstreamed student. Space has also been designated for requesting and arranging other conferences. This form is completed at intervals determined at the intial conference.

These two forms utilize the diagnostic-prescriptive process. The student's performance levels are assessed; behavioral objectives are formulated; learning activities and modifications are suggested; prescriptions are implemented; and progress is evaluated and recorded. The forms encourage the exchange of expertise and information concerning the individual needs of the child and facilitate the communication and cooperation essential for successful integration and maintenance of the disabled child into the educational mainstream.

ACADEMIC INTEGRATION OF EXCEPTIONAL CHILDREN

The successful academic integration of exceptional children into the regular classroom is contingent upon the willingness and ability of the teacher to modify and adapt teaching procedures, instructional materials, and the classroom environment. Inservice training, careful planning, and continuous support assist regular class teachers in developing the confidence and competence necessary to teach students who have diverse and special needs. The following outline suggests general modifications in the areas of instruction, materials, and environment. For more specific and detailed information, teachers should consult with special education and support personnel.

I. Instruction

A. CONTENT PRESENTATION

1. *Instructional setting*—A variety of grouping arrangements provides for differences in learning styles. Some students prefer whole class instruction; others favor or need small group sessions, individualized teaching, peer tutoring, learning centers, or independent study and practice.
2. *Rate of presentation*—Flexible scheduling and pacing of activities accommodate children with special needs. High preferred lessons should follow low preferred ones. There should be a balance of passive and active prescriptions. Some students require additional time to process or assimilate information, master concepts, and practice skills. Children with short attention spans or who fatigue easily need abbreviated tasks which are sequenced according to difficulty and presented in several brief sessions.
3. *Instructional strategies*—Prescriptions should be matched to learning styles and intact modalities.
   a. Auditory learners require oral instruction, sound clues, records, and audio tapes. In particular, the visually impaired child needs talking books, tape recorders, real objects or models, and tactile materials. Students who learn auditorily profit from tangible materials, manipulative experiences, demonstrations, and verbal explanations.
   b. Visual learners require printed materials, pictures, slides, movies, filmstrips, and sight clues. In particular, hearing impaired students need typed handouts or printed outlines of lectures, reports, and assignments, narrative scripts of movies, filmstrips, or audiotapes, and, if

ON-GOING COMMUNICATION FORM

(This portion is to be completed by support personnel.)

To: _____ Date: _____
regular class teacher

From: _____
support personnel

Re: _____ Subject: _____
student

☐ Conference requested for change in educational prescription

Suggested date: _____ Time: _____

(This portion is to be completed by the regular class teacher.)

This child is performing satisfactorily (indicate with a +) or unsatisfactorily (indicate with a −) in:

_____ Classwork

_____ Behavior

_____ Homework

As of today's date, check the appropriate statement below:

_____ This student is passing this subject.

_____ This student is passing this subject with difficulty.

_____ This student is failing this subject.

Check one of the following:

_____ Teaching prescriptions and modifications are adequate.

_____ Additional teaching prescriptions and modifications are needed.

Student needs help in:

_____

_____

_____

_____

☐ Conference requested

Suggested date: _____ Time: _____

"...allow sufficient time for children to process information, organize thoughts, and to respond..."

available, captioned films. Students who learn visually profit from pictorial illustrations, graphs, diagrams, transparencies, displays, posters, and increased use of the chalkboard and overhead projector.

c. Multisensory learners require presentations which utilize all the modalities —visual, auditory, kinesthetic and tactile (VAKT).

Every teaching lesson should combine a variety of input methods and engage all children in stimulating, active, and involved learning.

4. *Oral Directions*—Verbal instructions and explanations should be paired with visual stimuli or demonstrations. Some children require physical guidance; others need visual prompts or step-by-step verbal directions. For students with memory deficits it may be necessary to tape explanations, record instructions on a Language Master, or appoint a peer "direction buddy." In giving oral directions teachers should:
   a. use cues to get attention; e.g., flick the lights, ring a bell, raise a hand, hold up a puppet;
   b. establish eye contact;
   c. provide visual as well as auditory input;
   d. limit the number and length of directions;
   e. adjust conceptual level of language;
   f. encourage children to ask questions if they do not understand instructions;
   g. have a student paraphrase directions to check understanding;
   h. give examples;
   i. require the children to do examples.
5. *Lecture/Discussion*—Teachers who frequently instruct through oral presentations and discussions should modify their teacher/pupil interactions to accommodate disabled learners.

   For children who are *language delayed* or who have *language problems associated with sensory impairments*, it is necessary to:
   a. introduce new vocabulary words prior to each lesson or unit of instruction;
   b. file new words in each student's word box and review frequently;
   c. compile a handbook that lists and defines essential terms for the specific content area;
   d. tape key concepts and theories;
   e. laminate student definitions of terms and explanations of major ideas;
   f. utilize peer tutors, volunteers, special education teachers, paraprofessionals, or parents to teach and reinforce vocabulary;
   g. provide a brief outline of the lecture;
   h. sequence material according to difficulty;
   i. present material in a logical organized manner;
   j. vary instructional strategies;
   k. use a variety of concrete aids and manipulative experiences to present new concepts and to reinforce learning;
   l. explain concepts for different levels of understanding;
   m. relate new ideas to familiar ones;
   n. repeat, paraphrase, and summarize important ideas;
   o. model appropriate language;
   p. adjust level of questioning according to the ability level of students;
   q. allow sufficient time for children to process information, organize thoughts, and to respond;
   r. encourage and reinforce class participation.

   Additional lecture considerations for *hearing impaired* students who speech read are:
   a. preview new information;
   b. write new vocabulary words on the chalkboard;
   c. speak normally and do not exaggerate speech or gestures;
   d. face the group when speaking;
   e. do not talk and move at the same time;

f. present new vocabulary in context;
g. realize that certain words are not visible when spoken;
h. use synonyms;
i. emphasize important words in a sentence;
j. do not abruptly change the subject;
k. check for understanding;
l. remember that speech reading is very tiring.

Children with *expressive language* and *speech problems* need:

a. a relaxed classroom environment that is conducive to oral participation;
b. good speech and language models;
c. sufficient time to process information and to respond;
d. verbal cues or prompts;
e. encouragement and positive reinforcement for speaking.

In particular the following guidelines benefit the child with *fluency or stuttering* problems:

a. react unemotionally and objectively;
b. listen in a relaxed manner; do not look away or fidget; do not tell him to hurry up;
c. allow the student to complete sentences by himself;
d. do not tell him to start over, think before he speaks, or take a deep breath;
e. look at his eyes while he is speaking;
f. minimize stress; avoid rapid drills or time pressures;
g. phrase questions so that the child may respond with a short answer;
h. encourage participation when the child is fluent.

6. *Structure*—Teachers should set rules and establish a routine. Discipline should be consistent.

B. CONTENT EVALUATION

In order to accurately assess mainstreamed children and provide for individual differences, teachers must alter testing procedures and adjust student response modes. The following suggestions assist educators in modifying evaluation techniques:

1. *Reading problems*
   a. Give an oral test; student responds orally or in writing;
   b. tape the test; student records answers on tape or in writing;
   c. reduce reading level of exam;
   d. allow more time to finish;
   e. require fewer questions or problems and adjust points per item;
   f. utilize special education personnel.
2. *Handwriting problems*
   a. construct tests that require minimal writing such as multiple-choice, matching, true-false, fill-in-the-blank;
   b. permit the student to tape answers to essay tests;
   c. provide for oral responses;
   d. grade content rather than handwriting;
   e. allow the child to type answers;
   f. reduce time restrictions;
   g. utilize special education personnel.

II. Materials

A. READING PROBLEMS

1. If a child is a slow reader or reads below grade level, it may be necessary to:
   a. tape record textbooks; the tape, divided into small sections, should contain preview questions and explanations of major ideas;
   b. underline or mark key concepts on a page;
   c. assign peer readers;
   d. provide study questions;
   e. shorten assignments;
   f. allow more time to read;
   g. write summaries of reading assignments and laminate them;
   h. select high/low level reading materials for the specific content area.
2. If a student is visually impaired, special materials must be provided. They include:
   a. talking books, recorded materials, braille books, large print books;
   b. Optacon;
   c. Kurzweil Machine;
   d. low vision aids, if necessary.

"...to accurately assess mainstreamed children and provide for individual differences, teachers must alter testing procedures and adjust student response modes."

"Handicapped students require an accessible environment that facilitates mobility and permits inclusion in social and academic activities."

3. Children with physical disabilities may need special desks, reading stands, book holders, and page turners. They also benefit from talking books and recorded materials.

B. WRITTEN COMMUNICATION PROBLEMS

1. If a child is a slow or an illegible writer, teachers should:
   a. have a child who is a good writer carbon copy lecture notes and written board work;
   b. allow the student to tape record lectures or assignments;
   c. prepare an outline of the lecture and have the child complete it;
   d. encourage the student to learn to type;
   e. permit the child to give oral reports or demonstrations.

2. Students who are visually impaired may require:
   a. braillewriters, braille slates and styli;
   b. special typewriters;
   c. soft lead pencils, dark pens and pencils;
   d. dark lined writing paper, paper with embossed or grooved lines, cream colored paper with green lines, or cued control paper;
   e. signature guide.

3. Physically disabled children may need:
   a. pencil and paper holders;
   b. large pens or pencils with grips or built up pencils;
   c. lap trays, slant boards, or clip boards;
   d. communication pictures or boards;
   e. Bliss boards;
   f. typewriters with keyboard guide;
   g. electric typewriters and hand or head pointers.

III. Environment

A. SEATING ARRANGEMENT

Children with special needs require preferential and flexible seating. They need to be positioned in front of the class and permitted to relocate if activities shift to another section of the room.

1. Hearing impaired children should be seated to one side of the room, approximately six feet from the teacher. The light source should be on the teacher's face, not in the child's eyes.

2. Visually impaired students should sit in the first desk of a row or at the end of a table. Teachers may need to provide additional illumination such as a portable reading lamp.

3. Physical handicapped individuals need sturdy, durable desks and chairs of the proper height. Aisles should be wide enough to facilitate movement.

4. Highly distractible children should be seated away from extraneous noises and confusion. Study carrels, cubicles, offices with movable partitions, or a quiet corner minimize auditory and visual distractions.

B. CLASSROOM ARRANGEMENT

Handicapped students require an accessible environment that facilitates mobility and permits inclusion in social and academic activities.

1. Architectural barriers must be removed in order to accommodate the physically impaired child. Classroom modifications may include wide doorways and aisles, carpeted floors or nonslip surfaces, handrails, and special furniture. Environmental adaptations may be required for common access areas such as restrooms, walkways, cafeteria, and playground. Provisions must be made for convenient storage of school supplies. Class schedules should be arranged according to room locations and time limitations.

2. The visually impaired child must be oriented to the classroom and the position of permanent and movable fixtures. The student should be informed of any changes in the physical arrangements or of any temporary obstacles such as an overhead machine, screen or extension cord. Doors, cabinets, and cupboards should be kept completely closed. Book cases and tables need to be provided for special materials and equipment.

3. Emergency procedures must be established for physically and sensorily disabled children. In the event of a fire drill, provisions should be made for a

sighted or hearing guide or an aide to assist in the safe and efficient removal of children from the classroom.

4. Distractible children require a structured, well-organized environment. Special consideration should be given to arrangement of desks, reduction of open spaces, designation of traffic patterns, and establishment of routines, limitations, and expectations.

The successful integration of exceptional children into the regular classroom requires that educators modify their methodology, curriculum, classroom, and if necessary, their attitudes. The lives of exceptional children and in fact, all children are shaped by those who accept them and by those who refuse to accept them. As Dorothy Law Nolte states in her poem "Children Learn What They Live:"

If a child lives with criticism,
he learns to condemn....
If a child lives with encouragement,
he learns to be confident.
If a child lives with tolerance,
he learns to be patient.
If a child lives with praise,
he learns to be appreciative.
If a child lives with acceptance,
he learns to love....

With what is your child living?

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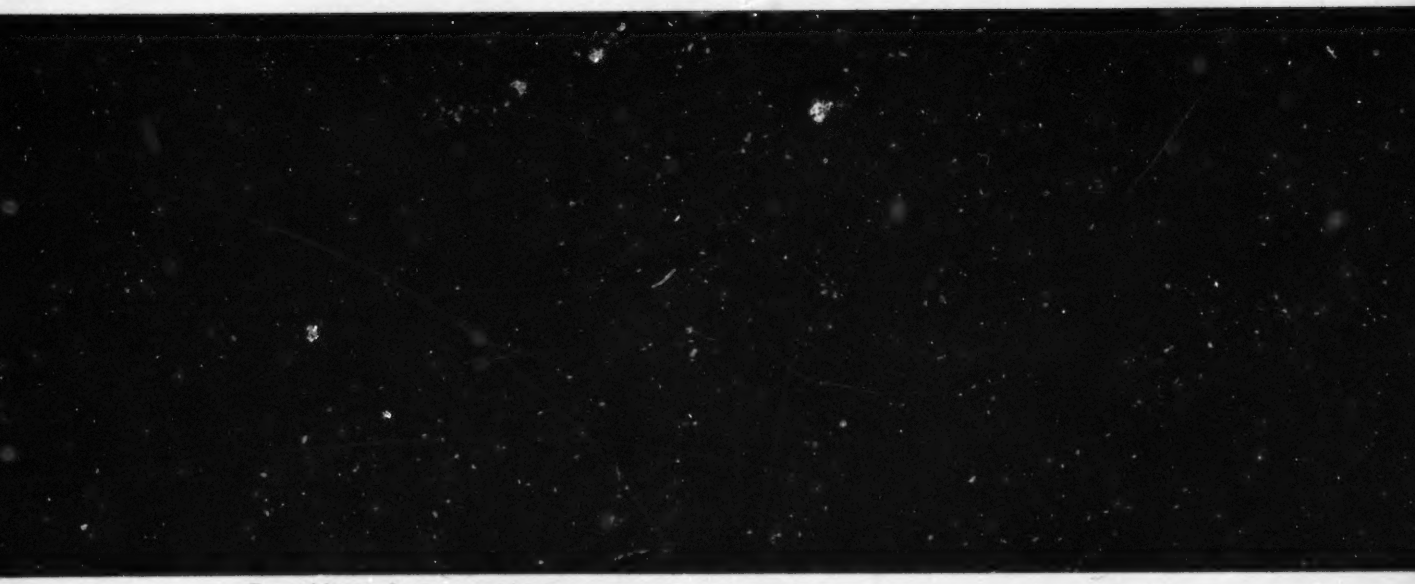

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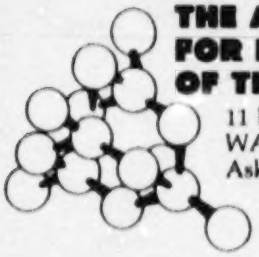

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